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# State Normal Magazine.

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## ON THE DECENNIAL OF THE STATE NORMAL AND INDUSTRIAL COLLEGE, MAY 27, 1902.

HENRY JEROME STOCKARD.

Decades are only moments in the life

Of things made to endure:

The permanent increase by slow degrees:

Thus nature builds; unreckoned centuries

Beheld the mountains point into the pure

Serene of heaven their silent peaks of snow.

Ages had passed ere 'mid tempestuous strife

The continents heaved and shed their mantling seas:

On back to chaos, so

Between earth's stages lapsed millenniums slow.

Thus man proceeds:

Along the Nile the ranging Pyramids:

The Sphinx that opened when the world was young

Those constant lids

That never feel the weight of sleep, to gaze

Through time-to-come upon the end of things:

Gray Memnon that with soft melodious tongue

Sang greetings to the morning's level rays;

And Karnak's pillars that, like dials note  
The gliding ages,—all these mighty deeds—  
These dumb memorials of forgotten kings,—  
Of unremembered creeds  
And legendary dynasties wrapped in haze,—  
Reluctant rose from rock in the past remote.

You that with prescient mind  
Conceived this work and planned its ample base,  
That watched these bricks and timbers take their place;  
And gradually, hall by hall, and room by room,  
These buildings their proportions vast assume;—  
You that with loving, patient toil defined  
Its liberal scope; assigned  
The parts to each:—you see a task begun  
Which, as designed,  
It is reserved for others to see done,—  
So brief, so transitory is the span  
Allotted here to man!  
But as the sculptor in the unshapen stone  
Beholds a vision, living, veined, and fair—  
Elusive—to his raptured spirit alone—  
Then, but in its supremest moments known—  
And hews with infinite care  
To set the imprisoned immortal being free;  
So now with thought intense and nerves astrain  
You strive towards the ideal in your brain,—  
And in that strong endeavor you attain  
The far off interest of futurity.

Of you and your co-laborers, to whose hands  
Has been committed this momentous scheme,  
Issues of large import the age demands:—  
Yours is a further service than to train  
Those who with eager faces come to you,  
To wander nature's dim processes through—  
Her laboratories that distil the rain;  
Her mills that grind the hail and sift the snow;  
Her forges where, beneath Titanic blows,  
On glowing anvils the white lightnings gleam;  
Her foundries where, in many a slender stream,  
The molten gold and silver pour that vein

The hidden rocks; her inmost secret rooms  
Wherein is wrought the diamond's fiery beam;  
Wherein are woven on silent, magic looms  
The fringes for the night's long robe of glooms;  
Wherein are turned for her the ebon bars  
Set with their two and three and seven stars.

A further-reaching service than to lead  
Their steps by streams in lost idyllic lands,  
Where rings once more the immemorial reed;  
Or than to cruise by amaranthine strands,  
Where sirens, singing, reach their pleading hands,  
To you mid violets and asphodels;  
Or rove through shades distraught by winds forlorn  
That ward the fields where Rhadamanthus dwells:  
Or watch fired Ilion's collapsing wall—  
And the delirium of Marathon,  
Or hear through Rome the dreadful Gothic horn,  
And see new, vaster civilizations born  
Where Freedom lit her camp-fires, then was gone,  
Seeking long habitations—journeying on  
To build on these wide shores her capital.

You have a higher service than to teach  
How to trace the movements of a world,  
Or the parabola's far onward reach  
Where morning's roseate car has never whirled;  
Or how to catch the season's mystic lore,  
And to interpret into human speech  
The language of the lily and the wren;  
Or how to spell on mountain, rock, and shore  
The syllables of God to mortal ken.  
'Tis well for them if they have art to stay  
On canvass evening's evanescent dyes;  
The radiant smile of Beauty's lips, the strange  
Light in Love's trustful face to exempt from change;  
Or speak the stone to life; the torpid clay  
Charm into shape meet for the Master's eyes,  
Catch from the deeps of silence harmonies  
That ne'er were voiced by reed or lute or tongue,  
And utter them to the thrilled soul;—among  
Your lesser services

In the large sum you are to reckon these.

Of you this shall they learn, and vastly more;  
No more this than their common heritage;  
But they must know to assuage  
The vital tide; to drop the anodyne,  
And soothe the fevered brow with palm benign;  
With tender delicate ministry to restore  
Beloved ones on beds of pain that pine;  
To track to its last den the deadly germ  
And, for a term,  
Persuade imperious Death back from the door.  
In state-craft, too, and economic laws  
They must be learned—must know to read the cause  
In the effect; must gather from the end  
The moving power, how far soe'er away.  
They must have knowledge of the age's trend—  
The silent, strong, persuasive force that draws,  
But never drives,  
Degenerate men to higher, better lives,  
You must go with them down the avenues  
Into the minds of children; must suffuse  
Their spirits with high resolves; must stir their souls  
With lofty purposes; and so must train  
Them that they shall come in as welcome guests;  
For she controls  
Events through all eternity who bears reign  
In little children's breasts.

Man deals with things material.

He steers

For earth's ulterior bounds; he denizens  
The desert; pushes back the wild frontiers;  
Cities beneath his wizard influence loom,  
And rocks and wildernesses break to bloom.  
He plans to lead the sea through Darien's  
Ranged barriers; and from thought's dissolving piers  
Would lay along the darkness and the wind

A cable vast which world to world shall bind;—  
Breathless would catch the deep, slow speech of Mars  
Now, haply, passing on, from outer spheres,  
The grave, tremendous message of the stars.

But woman deals with spiritual.

She bears

Charters for isles beyond the setting sun,  
And fair estates far in the morning lands.  
She is an alien here: earth's palaces  
To her are shealings set on shifting sands.  
At times she closes up their lowly doors  
And wandering out beside the reflux seas,  
Home-sick she reaches her appealing hands  
Across the waters towards her home upon  
Those distant and enduring shores.  
That land is peopled for her; she prepares  
In this for her inheritance. By prayer's  
Invisible line she holds communion high  
With the eternal and unchangeable.  
She points to undecaying joys that lie  
Beyond, and we believe that all is well;  
And, as brave Socrates,  
No longer shrink, but feign it good to die.  
With clear, prophetic eye  
'Tis hers to look beyond the veil, and stay  
The steps of her blind brothers; and to guide  
Their lost and wandering feet through storms that hide  
From them the things that shall not pass away!  
This is her God-appointed mission here;  
What vaster, more imperial career?  
Let her learn this of you if you would lay  
The basis of work that shall abide!  
Man builds for time; woman for eternity.  
And you that gather here from day to day,  
Would you exalt the nation's civic life?  
Would render clean the foul, make right the wrong?  
Unmask old Error mailed, with guile grown gray,  
And from his castle tear  
Dark Hate and monstrous Doubt, and lay them bare  
To human scorn? In their unequal strife,  
Would stay the weak? Where social ills are rife,  
Would change that which your kind have prayed for long?  
The dens of hell close to the midnight throng,  
And have prevail through earth from cot to throne



That virtue which of you the world demands?—  
The deed is for your hands!  
Nay! woman it is yours and yours alone!  
On you the burden of the world is laid,  
And for the burden your frame is amply strong!  
A pebble at its source  
Will change for time the mighty river's course;  
A finger where the lapping wavelets eat  
Across the dykes will hold within their bounds  
The easeless, hungry waters which, unstayed,  
Were awful inundating gulfs profound.  
A drop of rain upon its primal blade  
Will warp forever the giant oak;  
Be but a spark applied, unquenched, and fleet  
Cities are shrivelled up in smoke.  
The maiden who regards with slighter scorn  
Her lover's vice than he would look on hers;  
The mother who to venal care refers  
Her children while she would devise some scheme  
Whereby an erring world she may redeem,—  
Theirs is work forlorn!  
They would neglect the endangered dyke, and turn  
The mad resistless rush of the whelming deep;  
Would leave the smouldering spark, and stay the sweep  
Of wild bewildering fires. Did you but learn  
This simple truth, then all things soon were well:  
The safety of the future—its sole hope  
Is in a consecrated motherhood!  
The silent influence of the home can cope  
With direst evils and with crimes most fell—  
Can trammel up and end them all anon!  
It can crown Justice, and bring on the good,  
The wished-for era of whose splendid dawn  
Prophets and bards of old were wont to tell.  
So not with revolution's flag unfurled  
And moving speech in councils of the world  
Did heaven your sphere assign.  
If you bear wisely love, your potent rod,  
And hold your throne, the home in fear divine,  
You can found nations based on equity



---

Where love bears rule; and you can bring to naught  
At will the constitutions writ in aught  
But righteousness; all peoples you can draw  
In closest bonds together 'neath one law,  
The brotherhood man;—no sundering sea,  
Neither estranging height and waste untrod;—  
Nor race nor tongue nor caste's austere decree  
Dividing them; but one henceforth to be  
In all that make for peace and love and God!

## ADDRESS.

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GOVERNOR C. B. AYCOCK.*Mr. President, Ladies and Gentlemen :*

I regret exceedingly that our friend, Senator Carmack, is not present today, and I cannot so readily forgive him as does my friend, Dr. McIver. How any man could attend a political convention, when he had an opportunity to come and look into your faces, passes my comprehension. Why if the convention were in session over here in Greensboro—and I believe now Greensboro gets all good things—I should have been here today; because you are doing a greater work here than any political clan.

This is the chief concern of North Carolina's business today. If you were to take the constitution, which our fathers framed in 1776, and destroy it off the face of the earth so that no single copy of it could exist, or could be found, there are men capable of re-writing that Constitution, if not in exact form, with as good effect as it is at present. If we were to destroy any railroad property in North Carolina, the best, and the longest, and the most useful, the business enterprises of today would put it back at once; but if we were to destroy the influences which are at last awakened to the importance of educating the women of North Carolina, we would be at it a hundred years before we got back again, because it took us that long to get started. So that I say that I would rather see blotted out of the State any institution in it than the Normal and Industrial College.

I am a University man, and as Governor of the State, am President of the Board of Trustees of the University. When they came to establish this institution, they wisely made the President of your Board the Superintendent of Public Instruction, because they regarded your institution as dwelling close to the education of the entire masses of the people. But as the President of the Board of Trustees of the University of North Carolina, I do not hesitate

to say that I would rather see that institution blotted out of the State than this, because if you destroy the University, the women would build us another in ten years; but the men have been one hundred years in getting up to the point of establishing an institution for the education of the women of the State. But they have got there at last, and they are going to stay there. We are not going on quite as rapidly, Dr. McIver tells us, as some of the other states, and yet do you know that we are doing better than these other states; because we are doing greater work at less expenditure. They have not sent out an Alderman; they have not sent a Claxton; they have not called from one of their schools a teacher to take charge of an institution for the education of young women; they have not sent out from their institutions a Superintendent of Public Instruction. This institution is one of growth and development, and we are going to grow; and I say to my friend, Dr. McIver, and to you now, that if you will bring a thousand girls here, you shall have buildings to put them in. (Hearty applause). Dr. McIver said he could not say that because he was not a politician, but I am a politician and can say it; and I am statesman enough to make good the saying after it is made; not on my own responsibility, but on the responsibility of the women of North Carolina; on the responsibility of a thousand women who have gone out in North Carolina and taught one hundred thousand children, and the parents of those one hundred thousand children, who say that the good work which has been done in their homes shall be done in all homes, and I rejoice to see the day come when we shall finally see the recognition of universal education. I rejoice to see the gentleman who has left behind the cares of his discharge, and comes here to grace this occasion with his presence and to lend his voice. There will be no trouble after this year on this point, which has been our sole weakness. We have had the best people in the world, and we cannot be told that too often, it is true; but we have not had the strongest people in the world along many lines. We have not had the most effective people in

the world. We have not created as much wealth as other people. We have not accomplished as much of life as other people in the world—not because we didn't have as good blood, not because we were not as great thinkers; but because we have not been as well and as universally trained as other states. That is the reason of it. As soon as we have found out that truth—and we had to find it out before we started this institution in some measure—and begin right the education of the womanhood of the State, it will be a privilege to live in this old State of ours. Fifty years hence, it will be a glorious thing to be born in this place, to see a state such as our state will be under the new order of things. This is the work which is being undertaken, and this is the work which you, young women, can do more effectively than anybody else, because you can make men do anything you want done. If you want dormitories here in which to put four hundred other young women, all that you need to do is to go out as missionaries and say so. Say so everywhere, and to all men. They will put them up. Then you must go out and teach women, who have money to give, to think once and awhile about the women, for women always give to colleges for men, and men give to colleges for men. Now you will have to take care of yourselves just a little bit. We will take it out in talking about you, and you had better follow our example. Talk more about us, but do more for yourselves, and when you have done that, you will find no farther complaint. You will not have your President saying that we have done twice for the men what we have for the women, and saying it truly, too. You can change the whole phase of that inside of ten years in North Carolina, if you but undertake the task.

I was so pleased and gratified to hear him talk about the spirit of democracy which is here, for after all that is the strength of the State. The State is made up out of just every kind of people, and if you are going to lift at all, you have got to lift all. You need not change the relation that exists between anybody, but you have got to lift up everybody to make the State great; and you

cannot educate the people by educating a few. You cannot make a State great, and powerful, and progressive, and uplifting by educating a few. We have always done that. We have always had our few educated. There has been no period in the history of the State when we have not had educated men and educated women, but it is only within the last few years, through the influence of these good women who have gone in and out teaching school all over North Carolina, that this spirit of democracy has possessed the State, and that we recognize the great truth that the strength and effectiveness of the State is accurately measured by the average intelligence of the State.

You have got to keep on hammering at every idea. You cannot sit still and say that enough has been done, because there are always wrangles in every movement, and I have been surprised in this movement of ours that so few have turned up, because I think you will find some people in every movement who want to turn back. You have got to teach the people that the highest effort that is lying before the people of today is to teach everywhere, and to teach everybody, and when you have done that, you have created wealth by the very fact of doing it, to enable us to pay these women what they ought to be paid for teaching. Up here at High Point they pay men \$75.00 to \$100.00 a month to teach bird dogs, and we pay women in North Carolina \$25.00 to teach children. We always will until there is recognition of the doctrine of universal education. Whenever that recognition becomes universal, then the child will become of the utmost importance. But I did not come to talk today. I told Dr. McIver expressly that I would not talk. He says he never announces a speaker unless he has promised to be present. I think that statement of his is literally true, but he frequently does announce a speaker who has told him he would not speak.

I am glad to have been with you today, to look into your faces again, and to tell you that my heart is in the work that you are doing here, and that I regard this as the greatest possession

that the State of North Carolina has today. Your history you have heard today. It is short, but glorious and inspiring, but history is valuable only as it teaches us to do higher and better things than those who have gone before us. "Pedigree," says Bob Taylor, "is a good thing, but the pedigree of a horse who cannot win the race is not worth a cent," and your history is a glorious thing, but unless that history makes you proud of, not only what has been done, but to determine to do better in the future than what you have done in the past, history has been wrought in vain.



## ADDRESS.

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MR. GILMER.

*Mr. President, and Young Ladies of the Graduating Class, and Ladies and Gentlemen:*

I am requested by the President of this institution to present to each one of you a copy of this volume, which I hold in my hand, and which contains the Constitution of North Carolina and the Constitution of the United States. This custom is unique, and as Dr. McIver has just remarked, as far as I know, does not prevail in any other institution of learning in North Carolina; but it is one I desire to say which challenges our approval, and should be one of the very deepest significance.

By the Constitution we mean the fundamental, or the organic, law of the land, as distinguished from the statutory law of the country. Within this volume, young ladies, are ideas born at Runnymede, and which have come down to us through centuries, baptized with the blood of the people. On its pages, in terse and energetic English, is enrolled the record of those declarations of good government, and of personal liberty, for the preservation of which brave men have poured their best blood upon their country's foes. The results of struggles by our ancestors, both in England and America, are embodied in this part of our press, which serves as a memorial, like the twelve stones placed at the crossing of the Jordan to commemorate the heroism of our ancestors as they passed through the wilderness. It is our "Bill of Right," and belongs to every citizen, however low or poor or rich, for the establishment of which, and for the perpetuity of which, brave men fought, women sacrificed, and thrones trembled, and a new republic was born. With the flame of the "Starry Flower of Liberty" a century ago, the Federal Constitution came into existence, and I want to read you (I'm not going to talk but a little while), the preamble to the Constitution of the United States. It is refreshing at this time in



the history of our country. "We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States." Did you observe in the reading of that declaration that it says, "We, the people of the United States"? Not the declaration of crowned heads, but it had its origin in the hearts and in the sacrifices of the people of the United States. It breathes upon every page the doctrine of universal freedom, and I desire to say here just now—and you will pardon the remark—that when we today as a nation, turn our eyes across the billows to the Land of the Orient, may we not realize down in our hearts that the priceless boon of liberty, vouchsafed to us by the sacrifice of our ancestors, may prove to others a priceless boon?

Moses, at the end of a long and eventful life, stood upon the lofty summit of Pisgah. Below him lay the land of Judea and beyond to the utmost sea. And as the old prophet sat upon the peaks of that mountain, in the sun that was sinking blood-red, his was not sacrifice that he, and those who followed him were willing to make upon the field of battle in order to possess the land and hand it down to their children for an inheritance. Centuries later, upon another Pisgah, stood another leader, the Christ, the matchless leader of men, and when the tempter offered him the kingdoms of the earth, he declined, preferring to gain his possessions through the sweat of the doctrine of universal peace. Upon which Pisgah do we stand in this, our year of grace? With Moses on the hill beyond, or in Christ's lofty place? 'Tis time to work into our creed less Moses and more Christ.

You have heard from the lips of Dr. McIver, and also of our distinguished Governor, some references made to those provisions of this Constitution, which deal with the question of education. Dr. McIver himself referred to the provision in the Halifax Constitution. I want to read you a line or two from it, in order that I may show

you that North Carolina, after a long time, is doing to a certain extent the duty which she owes to the daughters of our country. This section is Sec. 41 in the Constitution adopted at Halifax on the 18th of December, 1776, and which says this: "That a school, or schools, shall be established by the Legislature, for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct at low price, and all useful learning shall be encouraged and promoted in one or more universities." That was in 1776. Just a short time after, the University, for the instruction of the boys of our country, was established, and I glory in its history, because it has sent out from its walls all over this country men of whom we are proud; but it was a long time before we realized that the Constitution of our forefathers contemplated that its provisions should be extended alike to the women and to the young men, and this magnificent building, and this splendid equipment here for female education, is a tardy, but a just recognition of that provision of our Constitution.

I present you this Constitution, young ladies, and I beg that you will read it again and again. I heard a person say, "Why present this book? It will never be read." I don't believe it. I ask you to read it and read it again, and study its provisions and the law of contemporaneous history. It will better equip you for the discharge of life's duties. I was interested in the statements made by the President of this institution, and when I think of the fact that since this institution was established, one thousand teachers have gone into the different counties of North Carolina, ninety-seven of them, which gives ten women to each county, that have gone out from this college to instruct the youth of our country, with this instrument as the symbol of law and order, in the exercise of that influence, of which our distinguished friend read us so beautifully a moment ago, you can accomplish a great work in developing and making men of whom North Carolina will be proud.

I present to you these provisions. Many of them came to us through blood, and through sacrifice, and let me say just here these provisions which protect the sanctity of home, and guarantee the

women the right of a home against the improvident, or the unfortunate husband—before these provisions would be torn from this instrument, there is no North Carolinian who loves his State, who loves womanhood, who would not lay down his life rather than see these truths and these declarations torn from this volume.

I present it, therefore, to you, and bid you Godspeed in your noble work, and trust—as I know you will, going out from this institution—that you may become an honor to yourselves and to your State. This is a present from your State and from your Alma Mater.

## ADDRESS.

REV. W. CAREY NEWTON.

*Mr. President, Ladies and Gentlemen, Ladies of the Graduating Class of 1902:*

I think I may say with the concurrence of the Board of Trustees, and the faculty, and the audience at large, that I present to you your Alma Mater's last and best gift.

A few years ago, when you left home for your college course, when you were packing your trunk, there came into the room a mother who brought with her a Bible that she placed in your hand, and she said, "Put this in your trunk," and though she may not then have told you to read it, you knew the maternal yearnings that were wrapped up in that book for your soul's eternal good. And now as you go back, your mother of learning comes to you at this last hour, and places in your hand this book—we say nothing, for the book speaks of itself—and we feel, too, that this is also the best gift that your institution has ever made to you. I suppose as you look at the acquirements of your minds to-day, you find that you are very much beyond what you were when you came here, and without any show of egotism whatever, you may say, "I am very much better than I was four years ago." And yet when we consider the knowledge that has been acquired, we are safe in saying that this is the best gift that the State Normal and Industrial College has ever bestowed upon this class. We still feel with the world's greatest poet, "The words of thy mouth are better to me than thousands of gold and silver." King David had a great deal more of gold and silver than we have, and he had also a great deal less Bible than we have, probably, and yet David said, "I would rather have these little books than all the gold and silver of Israel's kingdom." He expressed his appreciation of it by putting it in a good place.

You remember in the 119th Psalm, 11th verse, he says, "Thy

word have I hid in my heart, that I might not sin against God." And there we have the best language that the world has given us.

And now, in conclusion, I would like to pronounce a blessing upon you, and yet I feel that a blessing must rightly come from one of holy words, and I would place you in the presence of the great Apostle of Love, and behold you as he spreads his hands over you, in old age, saying, "Blessed is he that readeth and heareth the words therein, and he that keepeth the things that are written therein."

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## THE STATE NORMAL AND INDUSTRIAL COLLEGE.— TEN YEARS' WORK.

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### PRESIDENT McIVER'S REPORT.

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#### ESTABLISHMENT.

Ten years ago on this hill, then a bleak and barren ten-acre lot—the gift of Mr. R. S. Pullen, Mr. R. T. Gray, Mr. E. P. Wharton, and others, with \$30,000 voted unanimously by the far-sighted citizens of Greensboro to secure the location of the Institution, and with an annual appropriation of \$10,000, voted by the General Assembly of 1891 to aid in the employment of a faculty, The State Normal and Industrial College began its work.

In 1886 the North Carolina Teachers' Assembly, then in session at Black Mountain, passed resolutions asking for the establishment of a normal college, and appointed a committee to memorialize the General Assembly. Each succeeding Teachers' Assembly for five years passed similar resolutions and appointed similar committees to present the question to our law makers. In his biennial report to the General Assembly the late Hon. S. M. Finger, then Superintendent of Public Instruction, urged the importance of establishing the Institution. But it was at the session of 1889 that the question really came before the General Assembly for serious consideration for the first time. A committee from the Teachers' Assembly, consisting of Charles D. McIver, Chairman, E. G. Harrell, E. P. Moses, E. A. Alderman, George T. Winston, D. Matt Thompson, and Mrs. J. A. McDonald, presented in person and urged the adoption of a bill establishing a training school for teachers, and this bill, in spite of active and intense opposition, passed the Senate by a large majority, and failed in the House by only a few votes. Had this bill become a law the Institution would be co-educational.

Before the meeting of the next General Assembly in January, 1891, Governor Fowle had in his message urged the establishment



of the Institution. In the meantime, the King's Daughters had petitioned the Legislature to establish an industrial school for girls. The North Carolina Farmers' Alliance in 1890, at its annual meeting at Asheville, had passed strong resolutions asking the State to aid in the higher education of girls and women of the white race as it was already aiding in the education of white men, negro men, and negro women. Hon. J. L. M. Curry, Agent of the Peabody Fund, appeared before the General Assembly and made an earnest and powerful plea for the establishment of a normal college, and through him the Peabody Fund has always given substantial aid to this Institution.

By 1891 the North Carolina Teachers' Assembly had decided that it was wise to eliminate the co-educational feature, and instructed its committee to that effect. This committee suggested the establishment of a normal college with industrial features, whereupon the act establishing The State Normal and Industrial College was passed and an annual appropriation made for its maintenance.

#### BOARD OF DIRECTORS.

The management of the Institution was placed in the hands of a Board of Directors consisting of one member from each of the nine Congressional districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is ex-officio, an additional member of the Board and its President. The first Board of Directors, elected by the General Assembly of 1891, was composed of Hon. S. M. Finger, ex-officio President; W. P. Shaw, Esq.; Dr. R. H. Stancell, B. F. Aycock, Esq.; Prof. E. McK. Goodwin, Hugh Chatham, Esq.; Supt. M. C. S. Noble, Col. A. C. McAlister, Dr. J. M. Spainhour, and R. D. Gilmer, Esq.

The work of this Institution was inaugurated and its general policy established by this Board, in the membership of which there was very slight change from 1892 to 1896.



In 1893, Hon John C. Scarborough became ex-officio President of the Board, displacing Hon. S. M. Finger. Almost immediately Hon. S. M. Finger again became a member of the Board, representing the Seventh District, the appointment from which became vacant at the expiration of Col. McAlister's term of office. Randolph county having been changed from the Seventh to the Fourth District, Col. McAlister was not eligible to re-election. Soon thereafter, however, Supt. E. McK. Goodwin moved from Raleigh to Morganton, and thus created a vacancy in the Fourth District, which was filled by placing Col. McAlister again upon the Board.

These were the only changes in the membership of the Board until March 1st, 1896, when Dr. R. H. Stancell, B. F. Aycock, Esq., and Dr. J. M. Spainhour were succeeded respectively by Prof. John Graham, Hon. John E. Fowler, and Dr. J. O. Wilcox.

In 1897 Hon. C. H. Mebane became ex-officio President of the Board.

In 1898 Col. McAlister was succeeded by J. A. Blair, Esq., as the representative of the Fourth District.

In December, 1896 a vacancy in the Seventh District, caused by the death of Hon. S. M. Finger, was filled by the election of W. D. Turner, Esq., and a similar vacancy in the Eighth District, caused by the death of Dr. J. O. Wilcox was filled by the election of H. G. Chatham, Esq.

Since the removal of Supt. M. C. S. Noble from the Sixth District the representative from that district has been Mr. J. F. Post, Jr. In 1900 Mr. W. D. Turner was elected Lieutenant Governor, and Mr. R. D. Gilmer, Attorney General of the state, afterwards Mr. Hugh Chatham became President of the North Carolina Railway. Out of respect for the law forbidding men to hold two state offices at one time, these three gentlemen resigned from our Board of Directors, and their places have been filled in accordance with the charter of the College. Hon. John E. Fowler and Professor John Graham have been succeeded by Mr. B. F. Aycock and Mr. Andrew J. Connor.

In 1901 Hon. C. H. Mebane was succeeded by Hon. T. F. Toon as ex-officio President of the Board. Upon the death of the latter, Hon. J. Y. Joyner succeeded him, and is President of the present Board.

Upon the re-districting of the state, making ten Congressional districts, other changes became necessary, and now the Board consists of the following members representing the new ten Congressional districts: W. P. Shaw, A. J. Connor, B. F. Aycock, R. T. Gray, S. M. Gattis, J. F. Post, J. A. Blair, J. L. Nelson, C. H. Mebane, and J. D. Murphy.

Twenty-five men in all, representing about one-fourth of the counties of the State, have served on the Board of Directors of this College. I think it safe to say that no other twenty-five men have given a more loyal, effective, and unselfish service to North Carolina in any decade of its history. The Board has been called upon to mourn the death of three of its members while in active service, Hon. S. M. Finger, Dr. J. O. Wilcox, and General T. F. Toon, all good citizens, and faithful officers of whom it can be said truly that they "did the state some service."

In the past year we have lost our Secretary, Dr. J. M. Spainhour. While not a member of the Board since his first term of office expired, March 1st, 1896, he was until his death, by annual election of the Board, its Secretary. No Board ever had a more faithful Secretary, and the State had no more patriotic son.

#### DR. SPAINHOUR'S UNIQUE SERVICE

In addition to his work as Director and as Secretary of the Board, he has done a service for this College and for the State which calls for our gratitude and for some memorial of his name in connection with the College. For nearly ten years he watched the newspapers of the State and clipped from them everything that he saw, complimentary or otherwise, that related to this College or to those engaged in its service. He kept these clippings in eight volumes arranged chronologically and thus preserved the

history of the Institution in its minutest detail. The eight volumes which he had completed at the time of his death contain nearly 3,000 clippings, some of them only a line or two and others filling several columns of a newspaper.

Mrs. Spainhour has kindly given these volumes to the College, and I have asked a committee of the faculty to continue the collection of clippings as Dr. Spainhour had begun it.

Every member of the Board has done some service entitling him to the gratitude of this College, but Dr. Spainhour's unselfish and unique service has not been surpassed and will not be surpassed by any other.

#### FACULTY.

In choosing the faculty of the College the Board of Directors has selected those who in their judgment could best carry out its policies. Neither geographical, nor political, nor denominational influences have decided its selection of teachers.

The charter faculty of the College numbered twelve, besides the assistants. Of these twelve, eight, Misses Boddie, Bryant, Fort, Kirkland, and Mendenhall, and Messrs. Forney, Brown and McIver are members of the present faculty. Three other members of the present faculty, Misses Allen, Jamison, and Lee answered to the first roll call of students in 1892. The College now has a faculty and executive corps numbering thirty-six. Its teachers have come from all sections of the country. Four-fifths of them are southern people, most of these having received training in both southern and northern colleges, and more than one-half of them have been native North Carolinians. It has been a young company of aggressive workers, representing in their training several state universities, the leading normal colleges of the country, and such institutions as Johns Hopkins, Cornell, Wellesley, Bryn Mawr, Massachusetts Institute of Technology, and several European universities.

It would not be permissible for me to say at this time all that might be said in commendation of the ability and service of those

who are teaching the state's daughters at this seat of learning. One cannot but think highly, however, of the character of those whom the Board has selected to teach here when it is remembered that this College has been called upon to give so many members of its faculty to fill prominent positions in the country. When the University of North Carolina decided to establish a Chair of Pedagogy a member of our faculty was chosen to fill the Chair. He soon became President of the University and recently resigned that position to become President of Tulane University of Louisiana. A member of our faculty has been called to Vassar, the oldest endowed college for women in the country. Another was called to Smith, the largest woman's college in the world, and another called first to serve as Lady Principal has now just been installed as President of our neighbor, the Greensboro Female College. Recently, when the Southern Education Board decided to establish a Bureau of Investigation and Publication for the South our Professor of Pedagogy was called to become the chief of that Bureau. When our educational Governor was called upon to select the leader of the public educational forces of North Carolina, he, too, turned to the state's college for its women and took from us our professor of English to become State Superintendent of Public Instruction. I know of no other college for women in this or in any other state that could have had the privilege of losing so many of its faculty in such an honorable fashion, and the plain meaning of it all is that the women of North Carolina have had an opportunity for ten years to come in contact with a live, inspiring corps of instructors.

#### EQUIPMENT.

As the finances of the institution have justified it the Board of Directors have increased the physical equipment. Beginning in 1892 with dormitory capacity for less than one hundred and fifty boarders, with only fifteen recitation rooms in the college building, including the chapel, the President's office, and the Physician's office; with a teaching force of fifteen, including assistants, and with



an enrollment of two hundred and twenty-three students, the College has steadily developed until at the end of its tenth year it has dormitory accommodations for three hundred boarders, twenty-five recitation rooms and offices in the college building and fourteen rooms in a Practice and Observation School building, a teaching force and executive corps of thirty-six, and an enrollment of about four hundred and fifty regular students besides about three hundred pupils in the Practice and Observation School. Instead of ten acres of land the College now owns one hundred and thirty acres, and instead of five buildings owned and rented it now uses eleven buildings. Instead of looking upon a bleak hill of clay and briars its students enjoy, to some extent, looking upon growing trees and grass and flowers, and, by the generosity of Mr. George Foster Peabody, we have the immediate prospect of a beautiful park, plans for which have already been made.

In Section 41 of the Constitution of 1776, adopted at Halifax, and the principle has been endorsed in every change of the constitution since, the State acknowledges its obligation to provide educational facilities for the "instruction of youth" "at low prices," and the section closes with the words, "and all useful learning shall be encouraged in one or more universities."

Until the establishment of this College the constitutional mandate had been only partially obeyed. The State University for young men began its career of usefulness very soon after the adoption of the Constitution. Thirteen years ago the Agricultural and Mechanical College, also for young men, was established under State auspices and by the aid of the State and the general government.

But it took the State more than a century to come to a practical realization of the fact that "youth" means young women as well as young men. From one-half to nine-tenths of the money used to employ instructors in higher education for young men is paid by State and Federal annual appropriations, or by the income from college endowment funds. It was largely in response to the just sentiment that, if the State proposes to pay for nearly all the ex-

pense of a young man's higher education, it ought to do at least as much for his sister that The State Normal and Industrial College was established. It is not a college exclusively for people who feel unable to go elsewhere, any more than are those institutions for young men where the faculties are paid by State appropriations, or by incomes from endowment funds.

The State wants this Institution to be good enough for any of its citizens, and the expenses low enough for all.

The purpose for which the Institution was created is clearly stated in Section 5 of the act establishing it. It is as follows:

"SECTION 5. *The object of this Institution shall be (1) to give to young women such education as shall fit them for teaching; (2) to give instruction to young women in drawing, telegraphy, type-writing, stenography and such other industrial arts as may be suitable to their sex and conducive to their support and usefulness. Tuition shall be free to those who signify their intention to teach, upon such conditions as may be prescribed by the Board of Directors.*"

It is the general purpose of the Institution to give such education as will add to the efficiency of the average woman's work, whatever may be her field of labor. To that end there are three distinct departments in the course of study.

The Normal Department.

The Domestic Science Department.

The Commercial Department.

#### CHARTER REQUIREMENTS AND COURSE OF STUDY.

The regular courses of study heretofore have embraced four years. In order that an institution like this should do its best work it must connect immediately with the public school system of the state. To pass the entrance examinations for the freshman class students must be thorough in the studies included in the public school course. In order that this Institution may grow into a strong college, conferring the usual Baccalaureate Degrees, an additional year has been added to the four-year course, and hereafter the course will

embrace five years. The College does not wish to confer a degree until it is satisfied that its requirements for this degree are equivalent in every essential particular to the requirements for degrees conferred by the State University and the best colleges in North Carolina. It does not aspire to do university work, but it proposes to develop into a strong college giving it the right to confer such degrees as are conferred by the best colleges in the country.

#### WORK OUTSIDE THE COLLEGE.

The work of those actively connected with The State Normal and Industrial College has not been confined to class rooms or college grounds. Members of its faculty have conducted teachers' institutes in many of the counties of the state, and have participated actively in many of the local, state, southern, and national educational meetings held since 1892. Its representatives have been active in the agitation for local taxation for public education for the past ten years. They have been promoters of the movement for rural school libraries and have aided in the agitation for road improvement locally and throughout the state. Members of its faculty have served on various committees which have appeared before the state Legislature to secure improvement in public school laws, and have also served on the Commission for the selection of text-books for the state.

The STATE NORMAL MAGAZINE, a self-supporting publication, has been the work of the faculty and students of this college. The best educational journal ever published in the South and now one of the leading educational journals of the country was established and managed by our Professor of Pedagogy in connection with his work here. Several text-books that have received generous recognition throughout the country have been published by members of our faculty. The Audubon Society and the Association of North Carolina women for the betterment of the public school houses of the state are two state organizations which have



resulted from the work of the faculty and students of The State Normal and Industrial College.

This College has given some prestige to North Carolina's name beyond the borders of the state, and has had the good fortune to interest influential people in the educational development of the state which it serves.

#### STUDENTS.

For the past nine years the average number of students in the College has been about four hundred and twenty-five. This number will not materially change until more dormitory room shall have been provided. The total matriculation for the past ten years has been about 2,200, about 450 of whom have been in the College this year. Of the 1,750 who have left the College, 68 have died, leaving about 1,700, teaching more than 100,000 children. Fifteen hundred of these have reported to me during the past two months, and more than 66 2-3 per cent. of them have taught school. I have asked each student to give the number of pupils taught by her. The aggregate number reported is in round numbers 130,000. It is natural to suppose that some of these children have been taught at different times by two or more representatives of the College. Deducting, therefore, 30,000 for duplicates, this would mean that 100,000 children have been taught by students trained at this College. That is nearly one-tenth of the total white population, including men, women and children.

Of the first 1,000 teachers sent into the state by this College, more than 700 taught in the public schools, most of them in the country public schools. The others have taught in colleges, public and private high schools, and seminaries. Of the 1,500 students from whom I have reports only 907 were under pledge to teach, but more than 1,000 have taught.

If the College continues to grow it is probable that it will always have a thousand representatives regularly teaching in the state, thus reaching from 25,000 to 40,000 children each year. Many of

our representatives have not come to the Institution intending to prepare to teach. A large number have come to take the work in the commercial department, a considerable number for domestic science work, and a still larger number probably for the general culture resulting from pursuing the college course of study offered. Of the 1,500 who have reported, I find that more than 80 are filling positions in business offices as stenographers and bookkeepers, and 21 as trained nurses. More than thirty per cent. of the women teachers in the graded schools of the state are former students of The State Normal and Industrial College. Its former students are employed in every orphanage, and in a large number of high schools and seminaries and colleges.

Representatives of the College are working in 23 of the states of the Union and the District of Columbia. In nearly every leading city from Greensboro to Boston representatives of The State Normal and Industrial College can be found working as teachers, students, stenographers, bookkeepers, or trained nurses.

#### SPIRIT OF DEMOCRACY.

Whatever success has attended The State Normal and Industrial College during the past ten years has been due largely to the representative character and spirit of the young women who have been its students. They have come from all of the ninety-seven counties. Among them can be found the names of 100 or more graduates of leading female colleges and seminaries and a much larger number of those who received their previous training entirely in the public schools of the rural districts. In fact, we have had every type of respectable woman in North Carolina, from the one who has enjoyed the privileges which money and social position can give, to the girl who was never on a railroad train until she boarded it for Greensboro to become a student in the state's college for women.

As is the case with all people, some have not been so studious as they might have been, but one-third of these young women

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have remained in the College at their own expense without help from parents, and this one-third, with those who are naturally studious and ambitious, have formed a serious-minded nucleus, and have exerted a strong influence in favor of industry and the steady performance of duty. The wholesome fact that the College has not depended upon the revenue derived from any class of its students has not only tended to aid the College in its discipline, but has also imbued all the students with the spirit of democracy. Nowhere have I known the spirit of fair play to prevail to a greater degree than among these young women. The state is always the gainer when its teachers can be trained in an atmosphere of equality which recognizes the worth of honest toil and faithful service regardless of class distinctions of all kinds. The distinguishing characteristic of Americanism is its theory, and I am glad to say its usual practice, of giving to every man, woman and child a fair chance in life. No Board of Directors and no faculty or college president can force this spirit. They can only adopt systems and policies that will tend to its development.

An illustration of the democratic spirit to which I refer can be found in the history of the selection of marshals. These marshals are elected and recommended to the President by the two literary societies, and upon his recommendation are appointed by the Board of Directors to serve for one year. A half dozen of these marshals and two of the chief marshals during the past five years have been students who worked their way through the College by washing dishes and caring for the dining-room. In fact, I think that every corps of marshals since the system of student work in the dining-room was inaugurated has had one or more representatives of that class of students. This is just as it should be, and I only mention it to illustrate that the spirit of democracy here is not a theory but a practice.

#### THE REAL WORTH OF A COLLEGE.

The worth of a strong college to a student is not as some sup-

pose the fact that it gives the opportunity to a student to perform systematic literary tasks assigned by teachers or that it gives opportunity to work in laboratories and libraries. These are necessary and important, but the greatest advantage a student can have at college is in the spiritual and mental atmosphere of the place. It is intangible but you can feel it. It cannot be measured but its effect is everywhere manifest.

The love of truth for truth's sake; the belief in equality before the law; the belief in fair play and the willingness to applaud an honest victor in every contest whether on the athletic field or in the class room or in social life; the feeling of common responsibility; the habit of tolerance towards those with whom one does not entirely agree; the giving up of small rights for the sake of greater rights that are essential; the recognition of authority and the dignified voluntary submission to it even when the reason for the policy adopted by the authority is not apparent; the spirit of overlooking the blunders of others and of helping those who are weak; the contempt for idlers and shirkers; the love of one's fellow-workers even though they be one's rivals; patience in toil; self-reliance; faith in human progress; confidence in right; and belief in God, these are the characteristics of the atmosphere of a great and useful college, and the student who by association with faculty and fellow-students becomes imbued with these principles gains what never can be secured in the best homes or small schools, or anywhere else except a college, and it is worth more than anything else that can be gained by taking a college course.

#### BENEFACTORS.

This report would not be complete without some reference to the special benefactors of the institution.

Within the past two years Mr. George Foster Peabody, of New York, donated \$11,000 to the State Normal and Industrial College. \$5,000 of this is to be used for developing the Peabody Park,



named for the great philanthropist, George Peabody, who, in 1867, gave to the public schools of the South \$3,000,000.

The Students' Building is a gift to the college which means more than any single donation of money. It represents the affection and loyalty of its daughters and those whom they have been able to interest in their Alma Mater. The gift of \$1,000 from Mr. and Mrs. T. B. Bailey, who lost their only two children while students at this college, was made as a subscription to the Students' Building. Mr. and Mrs. Bailey have also established a permanent scholarship to be known as "The Sarah and Evelyn Bailey Scholarship."

These gifts, except the last mentioned, were donations to the college direct. Three other donations have been of peculiar help to the college in another direction and never was aid given more opportunely. Mr. and Mrs. J. C. Buxton, in 1893, established the "Jarvis Buxton Loan Fund" of \$100 in memory of their little son. Soon after this Mr. and Mrs. Josephus Daniels established the "Adelaide Worth Daniels Loan Fund" of \$100 in memory of their little daughter. These funds, while small, have aided in the education of several students. In 1896, General and Mrs. Julian S. Carr established the "Lida Carr Fellowship Fund," the income from which is \$200 a year. This has made it possible for from two to four people to remain in the college each year since that time who could not otherwise have done so. Much help along this line has been provided by the two literary societies, by the Alumnae Association, and by the Woman's Education Club.

Charles Broadway Rouss, of New York, gave one hundred dollars to be used as a loan fund to the daughter of a confederate soldier.

By means of all these agencies a very large number of young women have been enabled to prepare themselves for their life work. It is hoped that the Institution may have, in the future, many gifts to be invested in loans to worthy young women, who have good brain power, character, and ambition, but who are unable to pay their expenses while taking the college course.

And what about the future of the College? I am not a prophet. I prefer history to prophecy, and I prefer the work of the present as a preparation for the future to either. It would be a mistake, however, for this State not to look ahead of it and prepare for what may be reasonably expected.

Within the next ten years there will develop somewhere in the southeastern section of this Union, and most probably along the Atlantic Slope, and in the piedmont section of it, a great college for women known the world over, just as Wellesley, Vassar, Smith, and Bryn Mawr in New England, New York, and Pennsylvania. In my judgment there is only one thing in the way of North Carolina's furnishing that college. In spite of its illiteracy as shown by the United States Census Reports, North Carolina is the most hopeful southern state to-day. It has made an honest inventory of its educational possessions and needs, and is determined to improve the one and supply the other. If North Carolina has her eyes open she will see the wide open door, enter in and take possession. Our smaller neighbor, South Carolina, spent on her college for women before she opened its doors thirty thousand dollars more than the state of North Carolina has spent on her college for women in ten years. How long will North Carolina turn away from these doors annually as many of her daughters as she admits, simply for the lack of dormitory capacity?

The State Normal and Industrial College stands for a public educational system that will educate all the people. It teaches its students and urges them to teach others the doctrine of universal education. The authorities of the Institution regard the College as a part of the public school system of the State, and believe that it has a duty to discharge, not only to those who study within its walls, but to that great body of people who, for one reason or another, will not enter this or any other school or college. The greatest amount of educational opportunity to the greatest number of people, is its motto and its aim. Without reservation, members of its faculty stand for local taxation for public schools, and for

every movement which tends to secure to the State effective teaching for every child, preparing him for productive labor and intelligent citizenship.

This Institution undertakes to emphasize in every legitimate way that any system of education which refuses to recognize the equal educational rights of women with those of men is unjust, unwise and permanently hurtful.

I respectfully submit that there is no part of North Carolina's public educational system from which she can expect more in proportion to what she has expended than she may reasonably hope to reap from the work of this College. It is the only College in North Carolina for women of the white race which has an appropriation from the State, and no woman's college in the South has a large endowment fund.

One-third of North Carolina's population is composed of women and girls of the white race, and the opportunities given to this class of our population will determine North Carolina's destiny. The chief factors of any civilization are its homes and its primary schools. Homes and primary schools are made by women rather than by men. No state which will once educate its mothers need have any fear about future illiteracy. An educated man may be the father of illiterate children, but the children of educated women are never illiterate. Three-fourths of all the educated women in North Carolina spend a part of each day educating their own children or the children of others, whereas, three-fourths of the educated men in the State spend a very short time daily with their own children, to say nothing of educating them.

In this connection the census report of 1890 reveals a startling condition. Of the large number of illiterate persons in North Carolina the census reports 40,000 more illiterate women and girls above ten years of age than illiterate men and boys, 22,000 of this excess being furnished by the white race.

Money invested in the education of a man is a good investment, but the dividend which it yields is frequently confined to one gen-



eration and is of the material kind. It strengthens his judgment, gives him foresight, and makes him a more productive laborer in any field of activity. It does the same thing for a woman, but her field of activity is usually in company with children, and therefore, the money invested in the education of a woman yields a better *educational* dividend than that invested in the education of a man. Therefore, the State, for the sake of its present and future educational interest, ought to decree that for every dollar spent by the government, State or Federal, in the training of men, at least another dollar ought to be invested in the work of educating woman-kind.

If it be claimed that woman is weaker than man, then so much the more reason for giving her at least an equal educational opportunity with him. If it be admitted, as it must be, that she is by nature the chief educator of children, her proper training is the strategic point in the universal education of any race. If equality in culture be desirable, and if congeniality between husbands and wives after middle life be important, then a woman should have more educational opportunities in youth than a man; for a man's business relations bring him in contact with every element of society, and if he have fair native intelligence he will continue to grow intellectually during the active period of his life; whereas, the confinements of home and the duties of motherhood allow little opportunity to a woman for any culture except that which comes from association with little children. This experience which comes from living with innocent children, is a source of culture by no means to be despised, but how much better would it be for the mother and the father and the children if the mother's education in her youth could always be such as will enable her in after life to secure that inspiration and solace and power which come from familiarity with the great books of the world.

Now if I have taxed your patience by this lengthy report I beg your pardon on the same grounds given by a certain brother in introducing a fellow-preacher: "We will now hear the address of brother so and so on Satan. He is full of his subject."

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HISTORY OF '02.

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ANNETTE I. MORTON.

The last year of our college life has now drawn to a close. Soon the Class of 1902 will have passed from out these college walls into the broader life of the world beyond; a life which, though full of opportunities, is also beset by many dangers, fraught with difficulties and laden with responsibilities.

As we look back over our college career, how many pleasant memories crowd upon us, memories which will ever live in our hearts, when college days are a thing of the past. How many sweet associations are connected with our life here, and how lasting will prove the friendships formed within these four short years. During this period many trials and sorrows have been ours, but many joys as well; thus it is with a feeling of deep regret that we realize our college life is almost over. The pleasure, the pain, the gladness, the grief, which have come to us, have all alike worked together for our good, and we feel stronger for having experienced them.

We cannot attempt to chronicle all the events and achievements in the history of our remarkable class, but will mention the more important ones.

When we entered college in '98, we were a band of nearly a hundred strong, one of the largest classes in the Normal's history.

From all parts of our State had we gathered here. There were those from the far western sections, where the towering peaks of the Blue Ridge rear their proud heads to the clouds; those from the green, rolling piedmont, and still others from the extreme east, where the mighty waves of Old Ocean beat upon our shores. All had come to a common "mecca," all were moving toward a common goal, and all had one noble purpose in view, namely, to know something, to be something, and to do something for the advancement of the State of which we are soon to become citizens.

Timidly and hesitatingly we entered this college world, small and insignificant, perhaps, to those who have passed beyond us, but oh! how complete, how real, how wonderful it seemed to us. With what awe, admiration and wonder did we gaze upon those happy mortals who peopled that dizzy height known as Seniorhood! How far above us they seemed! Would it ever be possible for us to attain that eminence from which they so complacently and pityingly looked down upon us.

How miserable and homesick we felt during those first few weeks, how utterly alone in the world! We were not even a class yet, just eighty-two individuals gathering for a common purpose, suffering the same loneliness, and with the same trials to endure, greatest among which were those fear-inspiring entrance examinations. Perhaps it was our very griefs which gave us a fellow-feeling for those sufferings, like afflictions, and drew us together. Thus it was not long before we had proudly organized ourselves into the Class of 1902, and set out upon our first year of college life determined to make it a successful one, even though we were only Freshmen.

Our experiences that first year were not other than those of the many classes of Freshmen which have preceded and those which have followed us, that is, with one exception, the "Sophs." neglected to salt us. One of the first and most important events of our Freshman year was our initiation into those delightfully mysterious and marvelous organizations, the Cornelian and Adelphian Literary Societies.

The first year was a very trying one. As everything was new to us, we worked under many disadvantages. Nevertheless as a class, our standing was good. O! how we did dread that fiery ordeal, mid-term examinations, which, long ere they arrived, loomed up threateningly in the distance, causing us to quake and tremble. At length, however, the dreadful week came and passed, and though 5's and 6's were recorded against a few of us, our class as a whole, had passed them creditably, as the Registrar's book showed at the end of our first term's work.

We were now beginning to have more confidence in ourselves. The Sophomores took great pleasure in telling us how "green" we were, and that we were the "freshest Freshmen that had ever been on the hill." At first these remarks rather dampened our ardor, and wounded our pride, but we were not to be daunted in the carrying out of our plans by people of no greater importance than Sophomores. Our indomitable spirit soon asserted itself. In spite of their sneering references to "uppy Freshmen" we continued to thrive and spread like the "green gourd vine" or the invincible Bermuda grass. We did not mind being called "green," for we realized the truth of the saying, "only green things can grow."

The spring term passed without unusual event, and then came the final examinations. This time they did not strike such terror to our hearts. We could now afford to face them boldly. We had succeeded once; why not again!

The summer of '99 soon passed and we were again at the Normal, but oh! how different our bearing and feelings from those of last fall. The humble guise of the Freshman had dropped from our shoulders as an out-grown garment no longer fit for use. We felt our importance and endeavored to make others feel it as well; but for some unaccountable reason other folks didn't think as we did. In fact, we quite often heard remarks which were not exactly complimentary about "empty wagons which rattle loudest," and "some folks that think they know it all." But such small things didn't trouble us; we were above caring for them. We went on "conquering and still to conquer." Our influence was felt in the society, mass-meetings, athletics and elsewhere. We opened our mouths and spoke boldly whenever it was necessary, (and sometimes when it wasn't), and what we said usually had weight. Our class, since last year, had been reduced by almost half, but those who remained were more than ever determined to make it a power in school. Our record in our studies was even more brilliant than that of last year. In athletics, too, our success was equally

marked. Feeling the security of our position we were very patronizing to the Freshmen and they never received anything worse at our hands than a little package of salt neatly tied up and sent to each one through the mail; and this was done for their own good, since all fresh things are improved by a little salt.

To show our kindly feeling for our younger sisters we honored them with a little play, followed by a reception. The rest of our Sophomore year was comparatively uneventful save for a very enjoyable play tendered us by the Juniors.

Another summer came and went and once more we returned to take up our tasks anew, this time as Juniors. Sophomore days with their Geometry, Chemistry and Cæsar, were things of a beautiful past, but we now had even more serious themes upon which to ponder, namely, that wonderful study of ourselves, known as Psychology, Physics, with its Properties of Matter and Theories of Heat, Cicero who rails against Cataline, together with the "beautiful pictures" in the "Merchant of Venice," and the horrible crimes of "Macbeth." Through all these mystic mazes and labyrinths we threaded our way, at length emerging from their many windings to find shining 1's and 2's smiling down upon us from the record book's pages. We now felt fully repaid for having persevered, in spite of difficulties, to the end. The two most noteworthy events in our Junior history were, first the dinner we gave the Seniors, and later the annual election of marshals, which, as usual, was attended with much interest and enthusiasm. The excitement resulting from these events having subsided, there was a lull in our festivities, and every one buckled down to hard work just before the final examinations. These successfully passed, the gayeties of Commencement were upon us, followed by the delights of the summer vacation.

The fall of 1901 sees us again at the Normal. The wheel of time has again swung round and we are Seniors at last, standing on the topmost round of the ladder of college life. The time has finally come for us to don that robe of dignity which is the badge



of every Senior class. Is it possible that we have really attained that lofty eminence which seemed so far above us when we were humble Freshmen? Have we indeed made that long and difficult journey up the mountain of Wisdom over a path which four years ago seemed well nigh impassable. Yes, the battle against the difficulties to be met with in college life is nearly over and the victory over them almost won.

We have attained the goal of our under-graduate ambition. Yet somehow we are failing to experience that expected sense of dizzy height, of the exalted state of perquisite and privilege to which we had looked forward with eager anticipation since our Freshman days. Seniorhood, though indeed a pleasurable existence, is not all unalloyed bliss, for with privileges come also responsibilities.

Again our class has been reduced in size. Some of our number have dropped the regular course to become business girls, others have already begun to teach in different parts of the state, while still others preferring to work in double harness to a life of "single blessedness" have taken to themselves a "better half," until at present we number only thirty-four; but even now our class will be third to the largest which has ever graduated from our college.

At the beginning of this year we were initiated into the mysteries of Practice School work, and since that time have been engaged in the charming and delightfully entertaining occupation of teaching "young ideas how to shoot," (alas! we fear, sometimes in the wrong direction). The first of the session we were greatly hampered in our work by the inconvenient and crowded rooms of the old school. But after much delay, at length, we as the Israelites of old, have "Crossed over Jordan into the Promised Land," (the new Curry Building), not under guidance of "Moses," who had fondly hoped to be allowed to conduct us thither, but under that of his staunch supporter and worthy successor Joshua. In this well equipped building we are going to work with renewed interest and redoubled energy, and at the close of our year's work we feel that our labor has not been in vain, for besides imparting strength to the little ones, we have also gained much ourselves.



One of the most delightful experiences of our Senior year, was a dainty colonial tea tendered us by the Class of '03. That evening, February 22nd, will long be remembered by us all, as one of the most enjoyable of our college life.

In Athletics as well as in their studies, our class has been successful. Besides having our own basket ball team, we have furnished several members to the college team and our girls are also conspicuous among the base ball players.

And now our college life is over. Soon will we leave the protection of our Alma Mater to join the army of graduates which has gone out before us to take their places in the world's great workshop; soon our tasks will be completed, soon their footsteps we shall follow. The day is not far distant when we too must surrender our places to others.

It is with a feeling of sadness, almost akin to pain that we sever the ties which bind us to our life here, and all connected with it which we hold so dear. Soon must we go out into the world to fulfill the mission for which we have been preparing ourselves, namely, to become loyal and useful citizens of our state, and to do all in our power for the uplifting and education of her children. We, as did the Grecian hero Theseus, at the end of our fourth year of preparation, have grown strong enough to lift the mighty stone which once was so immovable, and beneath it we find the sandals and the sword, which are to make our journey through life less difficult, and aid us in overcoming that most formidable of all enemies, King Ignorance, the curse of our state. In order to assist in this work our class has presented to the public schools in the rural districts of North Carolina, a traveling library containing forty volumes. This is to be sent out among those schools where good books are most needed.

As we look back over our college career we realize that many mistakes and failures have been made, but we are not discouraged, for success is often attained through failure. And now dear classmates our college race is run. We must bid farewell to our Alma

Mater, but that word and all the tender memories clustering round it will ever live in our hearts, and what she has done for us be held in grateful remembrance throughout our lives. "The time of our departure is at hand," and painful as this departure may be there is an element of pleasure which softens its sadness.

We feel that now we are capable of doing something for the advancement of the state which has done so much for us, and our ambitions and aspirations lead us to hope that whatever success has come to us in college life is but a forerunner of that to be attained in the life upon which we are about to enter; but "whatever befall," whatever paths our duty calls us to pursue, never shall we forget to honor, love and cherish the memory of the Mother who has raised us from weakness to strength. That she may continue to grow and prosper, ever shedding the light of knowledge and Wisdom upon the pathway of Carolina's daughters, and that the star of her influence may ever shine with increased brilliancy is the earnest prayer of the Class of 1902.

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A CHRONICLE OF 1912.

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*Time*—TWENTIETH ANNUAL COMMENCEMENT.

*Place*—STATE NORMAL COLLEGE.

*Dramatis Personae*—MEMBERS OF 1902.

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Leaving their four years' home to enter upon their life work it was to be supposed that the Class of 1902 should entertain some thoughts as to the nature of the aforesaid work. Having, unfortunately, gained a reputation for wisdom and foresight, upon me devolved the duty of prophesying for the three and thirty ambitious young women you see about you. My class when it chose me as prophet, chose me, not for my great intellect—Oh, no! but for my imaginative power. Vivid as that faculty may be, however, imagine as much and as long as I may, I can only pierce the veil of the future ten years.

Picture if you can, the Normal ten years hence—in 1912. Our four years home has grown to twice the size it had attained when we left it. All is hurry and confusion—preparations are being made for the second Decennial Commencement.

Among the Alumnæ who have returned for the occasion are many members of 1902. In the reception hall of the handsome Students' Building, busy with decorations for the Alumnæ Banquet, sit Daphne Carraway, Mrs. Lovejoy, Fanny Mosely and the girl who was Virginia Newby in the old days. Daphne is the same sunny child of the Normal, and while our Infirmary has grown no larger with increasing years she is installed therein as head nurse to cheer the souls and bandage the bumps of those who insist on playing basket and base ball. And would you know who Mrs. Lovejoy is? Do you remember the little girl who always took the part of the Irish Biddy in our plays at the Normal ten years ago? Yes, it is Annie Beaman, who, soon after her graduation, decided that her mission in life was to make happy the existence of one unmarried man—and so became Mrs. Lovejoy. Fanny Mosely,

demonstrating her theory that it is best for woman to be alone, has taught for ten years in the schools of our state. Verily, says Fanny, teaching and single blessedness are better than much marriage. The inevitable has happened in the case of Virginia Newby. About five years ago, she married one of her childhood's friends and has lived happily ever after in Denver, Colorado.

In the course of the conversation you may learn that Minnie Field has abandoned her ideal country life and now holds a government position in Washington, D. C.—that Ella Mallison cannot be present at this Commencement, as she is to sing before the crowned heads of Europe on this, her greatest tour. Julia Pasmore is much interested in the establishing of libraries in the South. Already in every village and hamlet in North Carolina is a large and handsome library, all of which were begun by the Traveling Library No. 1, which was given to the State by the Class of 1902. Truly "great oaks from little acorns grow." In this day and time of civilization, the question of Woman's Rights will cease to be agitated, and Ione Dunn, who has gotten over her shyness, is now the foremost platform orator of the day in favor of Men's Rights. When this lecturer is resting from her labors she makes her home in the western part of our State on Virginia Brown's great farm. Virginia has made quite a reputation here and elsewhere for her remarkable successes in this industry. Lila Austin, of whom we think in connection with the last two girls, married a wealthy lawyer and now lives in the eastern part of our State. In this category of unfortunates come Fanny Freeman—yea, even Susie Bowling. Fanny married a country doctor and cheers not only the doctor's home, but makes bright the lives of the people in her community by her gentleness and sweet sympathy. Dame Rumor, long before we left the Normal, had it that Susie Bowling was to be married the year after she left school, so to avoid disappointing the girls and others, she really did marry two months after her graduation, and now lives in Durham.

Even now the voices of other members of '02 who have returned

to the Normal are heard singing their class song. Cora Asbury is one of the number—she has ere this ceased to adore long-haired musicians, and has married a Wall street magnate, whose money was made by a sudden rise in pork. Sallie Tucker, whose locks have grown longer with time, has been enrolled as the greatest of modern American poets, and is the lion of Boston drawing rooms. Bettie Tripp has done what no one expected her to do. She has given up her exalted ideas of the mission of spinsters, she has foresworn all her resolutions to trip on to old-maidhood, and is at present enjoying, at the Normal, her third honeymoon. Frances Cole became a commercial tourist—in vulgar parlance—a drummer in the interest of shoes.

Near the class tree are grouped several of our number. Here are Annette Morton and Anne Harrison. Annette is home on a vacation from India, where she has been doing the noble work of a medical missionary. Anne Harrison hung her shingle out somewhere in North Dakota, and is now a successful lawyer with the necessary adjunct—a flourishing practice. Not seeing the third member of the Senior trio, some one inquired about Ida Cowan and was informed that she was absent only because the exhibition of her pictures demanded her presence at the Royal Academy. Cora Stockton, who it will be remembered, went to South Africa to deliver lectures on Domestic Science to the Boers, has returned to the Normal with her digestion much impaired. Under the skillful care of Doctor Sara Allen of New York, one of our famous Alumnae, it is being rapidly repaired. From the members of 1902 present many items are gleaned about the absentees. Sadie Kluttz, true to her training, is president of a Fresh Air Fund at her home in Salisbury. She is unable to attend this commencement, as she is busy disposing of Fresh Air Places to those who need them.

Many of us have become really famous. In what college is not Lula Noell's text-book on Higher Mathematics used! And in our own Normal College the students pore over Leggett's Latin Lumi-



nary, which has the translation, syntax and etymology in the footnotes. And who has not heard of the wonderful achievements of Neita Watson! She has overreached Nansen and Peary in their attempts to find the North Pole. Her interest in "Birdology" has waxed greater—she has invented wings unto herself and even now is becoming acquainted with the Arctic birds. But what of Mary Scott Monroe, Antoinette Gregory, Jessie Williams, and others, some one asks. Know by these presents, that Mary Scott is married to a German scientist, over whose work she is much enthused. Remembering the interest Alma Pittman took in our commencement preacher, some one asked whether she was fulfilling her apparent calling—that of missionary. But no! Alma has made a reputation otherwise and on the morrow will herself preach the Baccalaureate Sermon to the Class of 1912. Carrie Sparger was called to the Chair of History in one of our Southern colleges, but was persuaded that such was not her vocation. Her present address is Mrs. Jack Smithson, Philadelphia, Penn. Annie Stewart, our basket ball player, is now teacher of Athletics in The State Normal and Industrial College. Catherine Pace, our society girl, led a gay, butterfly life till she was pressed into service as the wife of the Resident Physician at the University of Virginia, where Catherine's smiles and sympathy avail more than her husband's physic. Both Antoinette Gregory and Jessie Williams taught for a year after their graduation, but soon married, and are as happy as only Antoinette and Jessie deserve to be. Jessie is still a great admirer of our scholarly maker of Noell's Book on Higher Mathematics.

Only one of our number is unaccounted for. Of course we are all anxious to know about Elise Stamps. She became interested in Physiology and was for a time a specialist on Diseases of the Heart. She is never tired of dissecting the human heart and has been known to tear, mangle and lacerate strong, manly ones. Is it necessary to say that she, too, is married?

I can only judge of the future by the past and present, and



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what I have just read is the future of my classmates as I foresee it. As for myself—well, I shall not always be a prophet—it has been predicted that I, the great talker of the class, am fated to teach in a Deaf and Dumb Asylum all my life. If such be the case, it is a wise dispensation. And yet this propensity of mine will be pardonable in after years, for will I not have my classmates—each great in her own way—to discuss, and will not my love for them and my pride in the successes justify me?

A PRAYER FOR THE CLASS OF '02.

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To walk by faith and not by sight ;  
To seek the good and do the right,  
In weakness on the strength to lean,  
In word and thought and action clean,  
To tread the path of duty straight,  
To 'scape the doom, "alas, too late."  
To seek Thy gracious will to know,  
To strive to serve Thee here below,  
In every grief to look to Thee,  
And all in all Thy love to see,  
To gladly share our humble lot,  
With those who have no home, no cot.  
To live alway in sweet content,  
On joys of life eternal bent,  
To keep through life, our trust, our truth,  
And ne'er, in strife, lose faith of youth,  
Shepherd Divine, the one true light,  
Lead Thou, our faltering steps aright.  
To live in love, if not in bliss  
Abba Father, grant us this,  
To spread Thy truth while here on earth  
To help Thy children see its worth,  
To look when doubts appall to Thee,  
And from temptation learn to flee.  
Keep and guard with loving care  
Those who must life's burdens bear,  
Forgive us each her thoughtless deeds  
Who, in her work, Thy message heeds.  
And when our summons comes from Thee,  
The angels fair—Thyself to see,  
When each her mission here has done,  
And life's hard fight with courage won  
Bound each to each by ties of love  
May we united dwell above.

CARRIE SPARGER, '02.

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COMMENCEMENT.

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Though not of Commencement yet our "season" really began on the evening of May 14th, when the members of the Grand Lodge, I. O. O. F., were entertained by the students of the State Normal and Industrial College. Miss Mary Taylor Moore received the lodge in an address of welcome, after which the Adelpian and Cornelian Literary Societies gave a comic opera, "A Dress Rehearsal," composed by Louis Diehl. Mr. A. B. Kimball, a leading lawyer here, in behalf of the Grand Lodge, thanked the societies for the entertainment, and as a further mark of appreciation announced that he was instructed by Buena Vista Lodge to present to the societies a substantial testimonial of their pleasure and appreciation. He then handed to Miss Kizer \$50, in gold, to aid in the erection of the Students' Building. Short addresses were made by other officers of the Lodge.

After singing The Old North State, an informal reception was held till the close of the evening.

We are very much delighted with our new editors, who will take charge of the MAGAZINE next fall.

Our readers may be assured that they will have a magazine of which they will be proud, under the care of those new editors. They are from the

## ADELPHIAN SOCIETY:

Mary I. Ward, '03;

Bert Albright, '03;

————— '04.

## CORNELIAN SOCIETY:

Daisy Lee Randle, '03;

Christina M. Snyder, '03;

Annie Belle Hoyle, '05.

Miss Austin gave a delightful drive to the Marshals of the Class of 1902, which will long be remembered as one of the most pleasant afternoons of our "College Days."

The First Annual Concert given by the students of the Music Department was greatly enjoyed by an audience which filled the auditorium. It was given under the auspices of the department of Music, Miss Laura L. Brockmann, pianoforte; Mr. Clarence R. Brown, voice culture; and Mr. Charles J. Brockmann, stringed instruments. All the numbers of the program observed were well given, and the Music Department of the College is to be congratulated on the concert.

"The Shakespeare Water-Cure," a burlesque comedy in three acts, was given on Friday evening, May 23rd, by the members of the Cornelian Literary Society, for the benefit of the Students' Building.

Among the many pleasant events that have gladdened our sojourn at the Normal, none have been more thoroughly unexpected and enjoyed than the reception given by Mrs. McIver to the Class of 1902. On the morning of the 23rd, each Senior received an invitation containing a ticket to the play and a card announcing "Mrs. McIver at home after the play." I am sure I voice the sentiments of each member of the Class in thanking Dr. and Mrs. McIver for one of the most delightful evenings it has ever been our privilege to enjoy. Dr. McIver presented each one present with a photograph of our Alma Mater.

#### COMMENCEMENT DAY—SUNDAY MORNING, MAY 25.

The Decennial Commencement of the State Normal and Industrial College began on Sunday morning with the annual sermon to the graduating class, preached by Rev. Dr. William Adams Brown, of the Union Theological Seminary of New York. A large audience listened eagerly to the sermon, which was one of great power. After the sermon, Dr. Brown offered a prayer, and the College Glee Club, assisted by a chorus of male voices, sang "Hallelujah Chorus from the Messiah" and "Gloria."

The most striking feature of our Decennial Commencement was the laying of the corner stone of our Students' Building by the Grand Lodge of Masons. Monday, May 26th, 1902, will long be remembered as presenting one of the most beautiful spectacles ever witnessed on our own or upon any other college campus. The Masons in regalia, the military and the Proximity Band in uniform, joined by the body of College Faculty, students and alumnae moving in a procession of more than five hundred, the Class colors, the green sword and foliage, the blue sky, the happy faces, all made a picture, which cannot be forgotten.

The line of march was around the grounds from the northern entrance of Spring Garden street to the site of the new building. There the lines separated, facing each other. Through these lines the Masonic bodies, the Military and the Band filed. The lines again closed and formed a hollow square around the corner-stone. On the platform sat the officers of the Grand Lodge and other distinguished men. Grand Master Clark announced the opening of the ceremonies, and the College students and choir sang the Old North State, after which a short prayer was offered by Rev. Thos. Bell. The following mementoes were placed in the corner-stone by Grand Master Clark in the following order: First catalogue of the College, 1891-92; and the last catalogue, 1901-02; roll of first graduating class and of class of 1901-02; first report of Board of Directors of the College to Governor Fowle; last report to Governor Russell; class rolls of seniors, juniors, sophomores, freshmen, sub-freshmen and specials, program of commencement exercises of 1902; first and last editions of the STATE NORMAL MAGAZINE and copies of the town and state daily papers. The beautiful Masonic ceremony was then had of pouring oil and wine, and each officer testing the stone by the proper implement of his office and correctly placed according to the rules of their handicraft. From thence we went directly to the chapel, where Dr. McIver introduced to us Miss Lewis Dull, who was a member of the first committee on the Fund. She made us a short address, telling us the



history of the Fund and its objects. Others then took the floor for a few minutes, commending the students for their perseverance in this work. Among these were Mr. J. Y. Joyner, Mr. Z. V. Taylor and Mr. F. H. Busbee. The meeting closed in order that the people might attend the class exercises.

#### CLASS DAY EXERCISES.

Probably the most impressive exercises of the commencement were the Class Day exercises, which took place at 5 o'clock on Monday. After the friends of the Institution and the different classes had grouped themselves around the class-tree according to their respective places, the Senior Class, walking in twos and bound together by a heavy rope of bramble, carried on the outside of each line, marched out, holding this rope on their shoulders. Within the space assigned them and marked by draperies of white bunting, the couples formed in two semi-circles. The members of the Senior Class were dressed in white dimities and wore two large white roses—the white rose being the Class flower. Miss Noell, the president of the Class, delivered the address of welcome. Miss Annette Morton then read the history of the Class. All then joined in singing the Class Song, accompanied by the guitar and mandolin club. At the foot of 1902's tree, a graceful maple, the grave had already been prepared for the burial of the Class records. To the strains of a solemn dirge the members of the Class marched in single file around the tree, each member throwing a spadeful of earth upon the sacred records, soon hiding them away forever. Miss Sparger, the Class poet, then delivered a prayer, at the close of which hardly an eye was dry. According to the usual custom, the President presented the spade to the Junior Class. Miss Bert Albright in a few words gracefully accepted the spade for the Junior Class, of which she is the honored president. A lantern, decorated with the colors of the Class of 1902, was presented to the Freshman Class by the President, to light them on their way. Miss Styron, president of the Class of

1905, accepted the gift in a manner befitting the occasion. Miss Mayerberg, the Class prophet, then read a chronicle of 1912, after which the Class marched away slowly, singing their "Farewell Song."

The evening of Monday, May 26, was given up to the Senior Class, and on that night the six representative essays of the Class, chosen from the thirty-four essays written, were read. After a few remarks, Dr. McIver introduced to the audience the president of the Class of 1902, Miss Lula Noell, of Roxboro, N. C., who in turn introduced the essayists. The six who read essays were: Miss Tripp, who told us of "The Mission of Old Maids"; Miss Newby, who took as her subject, "The Child in Literature"; Miss Fields, on "God Made the Country, Man Made the Town"; Miss Pasmore's subject was, "The Revelation of God in Nature"; Miss Watson, the subject of whose essay was, "Our Debt to Birds"; last, Miss Sparger, who wore the hearts of the audience, and the prize with her essay on "Egotism as Displayed in Everyday Life." This prize, won by Miss Sparger, consisting of twenty-five dollars worth of books, was established last year by Dr. W. T. Whitsett, of Whitsett Institute. Dr. Venable, in behalf of the committee composed of himself, Mr. J. D. Murphy, and Col. J. S. Cunningham, announced the decision of the committee in a few appropriate remarks.

The exercises of Tuesday morning consisted in the opening prayer by Dr. J. L. Mayerberg, Rabbi of the Hebrew Congregation of Goldsboro, N. C.; hymn by the Glee Club; the reading by Dr. McIver of a statement of the work done by the College during the past ten years; a characteristic address by Governor Aycock; the reading of the Decennial Ode by its author, Prof. Henry Jerome Stockard; the presentation of certificates to students of the Commercial Department; the presentation by Attorney General R. D. Gilmer, of the Constitutions of North Carolina and of the United States to the members of the Senior Class; the presentation of the Bibles to the graduates by the Rev. W. C.

Newton, and the benediction by Mr. Newton. The above addresses are found elsewhere in this issue of the MAGAZINE.

The Decennial Dinner, the final event of Commencement of 1902, was given Tuesday evening, at 8 o'clock in the dining-room. Such was the good cheer which prevailed and so pleasant the comradeship between members of the company, that it was after two o'clock Wednesday morning before the last banqueter had left the hall.

Exquisitely tinted and printed menu cards had been prepared, bearing the following:

Toast Master—Mr. R. T. Gray.

Class of 1893—Miss Bertha M. Lee.

Education and Politics—The Governor.

Class of 1894—Miss Mary K. Applewhite.

The Work of the College in Training Breadwinners—Hon. John H. Small.

Class of 1895—Miss Margaret Perry.

The College and Greensboro—The Mayor.

Class of 1896—Miss Sallie J. Davis.

Class of 1897—Miss Willie L. Watson.

The State Normal and Industrial College and the Public Schools—Hon. J. Y. Joyner.

Class of 1898—Miss Ellen Saunders.

What the Normal and Industrial College has done for the Education of Women—Hon. B. F. Dixon.

Class of 1899—Mrs. W. G. Ragsdale.

Class of 1900—Miss Woodfin Chambers.

Calvin H. Wiley—Mr. A. H. Eller.

Class of 1901—Miss Frances Womble.

The Teacher—Dr. Martin G. Brumbaugh.

## MENU.

## Consomme

Mixed Pickles		Sliced Tomatoes
	Spring Chicken, Kentucky Fried	
Garden Peas		Sweet Potato Chips
	Salad	
Smithfield Ham		Rolled Tongue
Strawberry Ice Cream		Caramel Ice Cream
	Assorted Cake	
American Cheese		Toasted Wafers
	Black Coffee	

Mr. W. F. Clegg was the caterer for the evening and the many compliments passed on the spread were proof that he did his part well. The program was carried out about as printed, there being only a few changes.

Among many interesting incidents of the occasion, was the concluding scene, when Dr. McIver was presented with a magnificent silver bowl, the speech of presentation being made by Mrs. E. McK. Goodwin, of Morganton, on behalf of the Alumnae Association. In the presentation, Mrs. Goodwin expressed the appreciation and gratitude of the women who had gone out from the Institution. Dr. McIver responded in a bright and interesting speech.

Covers were laid for 450 Alumnae, graduates, juniors, and invited guests. The marshals of the Junior Class did the serving with the same graceful and thoughtful diligence that has marked them through the entire commencement.

## NOTES.

Those occupying seats upon the platform were President McIver, Governor Aycock, State Superintendent J. Y. Joyner, Attorney General R. D. Gilmer, Superintendent E. D. Broadhurst, Prof.

P. P. Claxton, Rev. W. C. Newton, Rev. J. L. Mayerberg, Messrs. Wescott Roberson, Henry Jerome Stockard, J. Elwood Cox, Mrs. Lucy H. Robertson, Prof. Geo. H. Crowell, the members of the Board of Directors, and the faculty and others.

It was announced that the history prize given by the Alumnae Association had been won by Miss Susie Baker Saunders, of Washington, N. C. Her subject was: "Some Noted Colonial Women." This prize is \$25.00.

Miss Carrie Sparger, of Surry county, won the Whitsett prize of twenty-five volumes of literature for the best essay read by the Senior Class.

Mr. and Mrs. V. Everit Macy, of New York, have donated to our College \$1,000 as a loan fund. This will bring hope and light to many homes which without it could not send a daughter to this or to any other institution for her higher education.

Many members of our Faculty will visit summer schools and the Teachers Assembly either as lecturers or hearers—all as learners and inspirers too, of their fellow-teachers.

Probably the member who anticipates vacation with most eagerness is he named in the dainty card received by his co-workers in our College. It runs as follows:

Mrs. Nannie C. Weatherly  
requests your presence  
at the marriage of her daughter  
Elsie  
to

Mr. Thomas Gilbert Pearson  
Tuesday afternoon, June seventeenth  
nineteen hundred and two  
at six o'clock  
119 Schenck Street  
Greensboro.



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One of our corps, Miss Josephine Coit, leaves us to bless the home of the Rev. Mr. Wakefield. Every blessing is hoped for by college, faculty and students, for these happy folks.

Married, in Salisbury, N. C., on the morning of May 29, 1902, Dr. Edward Richardson Farquar, Professor of History in Columbian University, Washington, D. C., and Miss Mary Winnifred Milam, formerly of Warren county, and for several years student and teacher in The State Normal and Industrial College. Dr. and Mrs. Farquar went immediately to New York, whence they sailed for Europe on the 31st, intending to spend the summer months among the hills of Scotland, the home of Dr. Farquar's family.

"Miss Milam" is a dearly loved name among us. Her scholarship, her gentle courtesy, her fine character, which is a tower of strength to those about her, have made her a place in the respect and in the hearts of her co-laborers which few attain. May long life and happiness await her.

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ALUMNÆ AND FORMER STUDENTS.

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The following Alumnæ and former students were present at our Decennial Commencement:

Miss Daisy Allen, Louisburg; Miss Mary K. Applewhite, Greensboro; Mrs. Lola Arey Long, Elmwood; Miss Lottie Arey, Elmwood; Miss Hattie Arrington, Raleigh; Miss Mary J. Arrington, Raleigh; Miss Bulus Bagby, Monroe; Miss Katie Beaman, Clinton; Miss Hattie Berry, Chapel Hill; Miss Bessie Bost, South River; Miss Sethelle Boyd, Barium Springs; Mrs. Maud Broadway Goodwin, Morganton; Miss Fodie M. Buie, Washington City; Miss Katie Buie, Buies; Miss Hattie Bunn, Rocky Mount; Miss Irma Carraway, Wilson; Miss Woodfin Chambers, Charlotte; Mrs. Esther Clendenin Thompson, Graham; Mrs. E. B. Cline, Hickory; Miss May Coble, Gilmer's Store; Mrs. Lucy Coffin Ragsdale, Jamestown; Miss Mary Collins, Enfield; Miss Hattie C. Daniel, Satterwhite; Miss Mary Springs Davidson, Hopewell; Miss Mamie Dixon, Hickory; Miss Lewis Dull, Winston; Misses Jennie and Lottie Eagle, Salisbury; Miss Iola Exum, Snow Hill; Miss Hattie Garvin, Newton; Miss Mattie Griffin, Salisbury; Miss Effie Grimes, Bethel; Miss Bessie Hankins, Wilmington; Miss Bessie Harding, Greenville; Miss Norma Hardy, Williamsboro; Miss Annie Harrington, Jessop; Miss Bertha Herman, Conover; Miss Julia Howell, Raleigh; Miss Nora Hewes, Randleman; Miss Margaret Jarvis, Washington; Miss Rhett K. Leach, High Point; Miss Alice Lee, Mocksville; Miss Madge Little, Wadesboro; Miss Lynda Lye, Lyon; Miss Anna McIver, Carthage; Miss Birdie McKinney, Reidsville; Miss Elizabeth Malison, Washington; Miss Carrie Martin, Winston; Mrs. Ella Moseley Hill, Kinston; Miss Sue Nash, Tarboro; Mrs. Laura Newland Eller, Winston; Misses Cary and Ellen Ogburn, Summerfield; Miss Annie M. Page, Raleigh; Miss Florence Pannill, Reidsville; Mrs. Tempe Parker Harris, Reidsville; Miss Margaret Pierce, Warsaw; Miss Flora Patterson, Fayetteville; Miss Annie May Pittman, Greens-

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boro; Miss Ida Plonk, Kings Mountain; Miss Ethel Rankin, Brown Summit; Miss Mary Roseman, Hillsboro; Miss Eula Rouse, La-Grange; Miss Laura Sanford, Mocksville; Miss Ellen Saunders, Durham; Misses Annie and Etta Staley, Staley; Miss Miriam Stamps, Raleigh; Miss Bertha Sugg, Snow Hill; Miss Myrtle Swindell, Belhaven; Mrs. Virginia Thorpe Gregory, Rocky Mount; Miss Deborah Tomlinson, High Point; Miss Eleanor Watson, Salisbury; Miss Willie Watson, Henderson; Miss Ida Wharton, Clemmons ville; Miss Marina Whitley, Williamston; Miss Mary C. Wiley, Winston; Miss Clee Winstead, Wilson; Miss Frances Winston, Franklinton; Miss Frances Womble, Raleigh; Miss Mable Wood, Asheboro; Miss Elizabeth Zoeller, Tarboro.

MARSHALS:

*Assistants :*

CARRIE SPARGER,	-	-	-	-	-	-	Surry County.
VIRGINIA NEWBY,	-	-	-	-	-	-	Perquimans County.
CATHERINE PACE,	-	-	-	-	-	-	Wilson County.
FANNIE MOSELEY,	-	-	-	-	-	-	Pitt County.
FLORENCE MAYERBERG,	-	-	-	-	-	-	Wayne County.

MARY SCOTT MONROE,	-	-	-	-	-	Wayne County.
ELIZA AUSTIN,	-	-	-	-	-	Edgecombe County.
CORA ASBURY,	-	-	-	-	-	Burke County.
FANNIE COLE,	-	-	-	-	-	Granville County.
ELISE STAMPS,	-	-	-	-	-	Wake County.

CHRISTINA SNYDER, President.

ALMA PITTMAN,	-	-	-	-	-	-	Vice-President.
NETTIE PARKER,		-	-	-	-		Corresponding Secretary.
EVELYN ROYAL,	-	-	-	-	-		Recording Secretary.
NEITA WATSON,		-	-	-	-	-	Treasurer.

### SENIOR CLASS.

President	-	-	-	-	-	-	LULA NOEL.
Vice-President	-	-	-	-	-	-	IDA COWAN.
Secretary	-	-	-	-	-	-	CORA STOCKTON.
Treasurer	-	-	-	-	-	-	MINNIE FIELD.
Historian	-	-	-	-	-	-	ANNETTE MORTON.
Poet	-	-	-	-	-	-	CARRIE SPARGER.
Prophet	-	-	-	.	-		FLORENCE MAYERBERG.

## JUNIOR CLASS.

President	-	-	-	-	-	-	BERTA MAY ALBRIGHT.
Vice-President	-	-	-	-	-	-	IDA HANKINS
Secretary	-	-	-	-	-	-	DAISY MASSEY.
Treasurer	-	-	-	-	-	-	MYRTLE DETWILER.

## SOPHOMORE CLASS.

President	-	-	-	-	-	-	NATHALIE SMITH.
Vice-President	-	-	-	-	-	-	BESSIE CROWELL.
Secretary	-	-	-	-	-	-	MARIE BUYERS.
Treasurer	-	-	-	-	-	-	NORA KING.

## FRESHMAN CLASS.

President	-	-	-	-	-	-	LELIA A. STYRON.
Vice-President	-	-	-	-	-	-	MARGARET CASTEX.
Secretary	-	-	-	-	-	-	REBEKAH WARLICK.
Treasurer	-	-	-	-	-	-	ELIZABETH POWELL.

## ATHLETIC ASSOCIATION.


President	-	-	-	-	-	-	NETTIE LEETE PARKER.
Vice-President, Senior	-	-	-	-	-	-	LILA AUSTIN.
“ “ Junior	-	-	-	-	-	-	MARY BRIDGERS.
“ “ Sophomore	-	-	-	-	-	-	CATHERINE NASH.
“ “ Freshman	-	-	-	-	-	-	MARGARET CASTEX
Secretary,	-	-	-	-	-	-	NATHALIE SMITH.
Treasurer,	-	-	-	-	-	-	SUSIE WILLIAMS.

## BASKET BALL TEAM.

Captain	-	-	-	-	-	-	SELMA WEBB.
Goal-Keeper	-	-	-	-	-	-	BESSIE CROWELL.
Goal-Guard	-	-	-	-	-	-	KATE NASII.
Field Man, (Forward)	-	-	-	-	-	-	DAPHNE CARRAWAY
“ “ (Back)	-	-	-	-	-	-	ANNIE KIZER.
Referee	-	-	-	-	-	-	MARY I. WARD



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